

AL SADIQ ISLAMIC ENGLISH SCHOOL

INCLUSION POLICY 2026–27

Policy Name	Inclusion Policy 2026–27
Stakeholders	Students, parents, all staff, school leaders, governors and relevant external professionals
Policy Directory Reference	Al Sadiq Islamic English School
Policy Lead	Head of Inclusion
Reviewed by	Principal and relevant school leaders
Approval Status	Approved
Monitoring Cycle	Annual and whenever KHDA requirements change
Next Review	August 2027, or earlier following regulatory update

1. Rationale and Commitment

Al Sadiq Islamic English School (ASIES) is committed to an inclusive ethos in which every student is valued, diversity is celebrated and barriers to participation, learning and achievement are identified and reduced. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment and seeks to ensure that all students can achieve, develop, learn and grow.

Inclusion is a whole-school responsibility. It includes Students of Determination (SOD), students with identified or emerging special educational needs and disabilities (SEND), students with English as an Additional Language (EAL), Emirati students requiring targeted support, and students who are gifted, talented or more able. The school recognises that needs may be diagnosed, identified through evidence-based indicators, temporary, evolving or complex.

The school's approach is based on early identification, high-quality teaching, graduated support, collaboration with parents, student voice, appropriate specialist involvement and systematic review of impact.

1.1 Inclusive Vision and Equality Statement

At Al Sadiq Islamic English School (ASIES), we believe that diversity enriches our learning community and strengthens the educational experience of all students. Inclusion is not a separate provision but an integral component of high-quality education and a shared responsibility across the whole school community.

ASIES is committed to creating a culture in which every student is welcomed, valued, respected and empowered to participate fully in all aspects of school life. We recognise and celebrate the unique strengths, identities, experiences, cultures, languages and abilities that each student brings to the school community.

The school believes that every student has the right to belong, participate, achieve and flourish within an environment that promotes dignity, wellbeing, opportunity and high expectations. We are committed to identifying and removing barriers to learning, participation and achievement and to providing appropriate support that enables students to develop independence, confidence and lifelong learning skills.

ASIES is guided by the principles of equity, access, participation and achievement. Educational decisions are made in the best interests of the student and are based on evidence, professional judgement, collaboration and individual need rather than assumptions, labels or stereotypes.

Through strong partnerships with students, parents, staff and external professionals, ASIES strives to ensure that every learner is supported to reach their full potential academically, socially, emotionally and personally, while contributing positively to an inclusive and respectful school community.

2. Purpose

- To ensure equitable access, participation and achievement for all students.
- To identify learning, communication, physical, sensory, social, emotional, behavioural, language and access barriers as early as possible.
- To provide a clear graduated model of support through universal, targeted and individualised provision.
- To ensure that Students of Determination are educated alongside their peers wherever appropriate and are supported to participate fully in academic and wider school life.
- To define the school's processes for referral, identification, assessment, planning, intervention, review, record keeping and transition.
- To clarify the roles and responsibilities of leaders, teachers, inclusion staff, ILSAs, parents and students.
- To maintain effective partnerships with external professionals and agencies when specialist assessment or intervention is required.
- To ensure that provision is monitored for impact and adjusted in response to evidence.

3. Scope

This policy applies across FS, Primary and Secondary and covers admissions, identification, assessment, curriculum access, intervention, individual plans, examination access arrangements, pastoral support, transition, parent partnership, staff development and monitoring.

It should be read alongside the Admissions Policy, Student Placement Policy, Assessment Policy, Safeguarding and Child Protection Policy, Behaviour for Learning Policy, Attendance Policy, ILSA Parent Agreement, Health/Medical procedures and any applicable examination-board regulations.

4. Regulatory and Policy Framework

ASIES implements inclusive education in accordance with applicable UAE and Dubai requirements, including, as relevant:

- UAE Federal Law No. 29 of 2006 concerning the Rights of People of Determination.
- Dubai Law No. 2 of 2014 concerning protection of the rights of persons with disabilities in Dubai.
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai.
- Federal Law No. 3 of 2016 concerning Child Rights (Wadeema's Law).
- Dubai Inclusive Education Policy Framework (2017) and related KHDA inclusive education standards, guidelines and directives.
- KHDA Student Placement Guidelines effective from Academic Year 2026–27.
- Applicable UAE anti-discrimination legislation and current KHDA requirements.
- Applicable examination-board access-arrangement requirements.

Where a mandatory regulatory requirement changes, the current requirement takes precedence and this policy will be updated.

5. Equality and Non-Discrimination

ASIES is committed to promoting equality, inclusion and respect for all members of the school community. The school seeks to ensure that every student has equitable access to educational opportunities, support, facilities, activities and services necessary to participate fully in school life and achieve their potential.

Admissions, identification, assessment, placement, support planning, intervention, participation in school activities and access to educational opportunities will be conducted fairly, consistently and in accordance with applicable UAE legislation, KHDA requirements and the principles outlined within this policy.

The school does not discriminate unlawfully on the basis of:

- disability or additional educational need;
- nationality, ethnicity or cultural background;
- language or linguistic background;
- religion;
- gender;
- family circumstances;
- socio-economic circumstances; or
- any other characteristic protected under applicable UAE laws and regulations.

ASIES will make reasonable accommodations, adjustments and modifications where appropriate to support access, participation, achievement and wellbeing. Such adjustments will be determined on the basis of individual need, educational evidence, professional judgement and regulatory guidance.

The school recognises that equality does not always mean treating every student in exactly the same way. In some circumstances, equitable outcomes require additional support, accommodations, differentiated approaches or targeted interventions to remove barriers and enable meaningful participation.

Any form of discrimination, harassment, bullying, victimisation, exclusion or unfair treatment relating to disability, learning need, communication difference, cultural background, language, identity or other personal characteristic is inconsistent with the values of ASIES and will be addressed through the school's Behaviour for Learning Policy, Safeguarding and Child Protection Policy and Complaints Policy.

All staff are expected to promote inclusive attitudes, challenge discriminatory behaviour, respect confidentiality, uphold student dignity and contribute to a safe and supportive learning environment in which all students feel valued and respected.

6. Core Principles of Inclusive Education

- Admission is not conditional on a medical diagnosis.
- No student will be denied admission solely because of SEND/SOD.
- Lower attainment, language need or disability must not be treated as evidence of lower potential.
- All students should have access to a broad, balanced and appropriately challenging curriculum.
- High-quality classroom teaching and reasonable adjustments are the first response to additional need.
- Support should increase access and independence rather than create unnecessary dependence.
- Students are involved, where appropriate, in decisions about targets, support and review.
- Parents are partners in identifying needs, planning provision and reviewing progress.
- Interventions are time-bound, evidence-informed and reviewed for impact.
- Standard differentiation, intervention and inclusion support are part of the school's inclusive provision and are not separately chargeable. Parent-funded individual support may apply only where a formally agreed ILSA arrangement is required beyond standard provision.
- Safeguarding, dignity, confidentiality and the best interests of the student underpin all decisions.

7. Definition of a Student of Determination

A Student of Determination is a student with a long-term physical, mental, intellectual or sensory impairment which, in interaction with barriers, may hinder full and effective participation in education on an equal basis with peers of the same age.

A student may be identified through one or both of the following:

- formal diagnosis by a qualified and licensed professional; and/or
- evidence-based screening, assessment and observation by an appropriately knowledgeable school team or specialist indicating characteristics of an impairment, delay, disorder or significant barrier to learning.

A diagnosis is not required for the school to recognise a barrier, begin appropriate support or consider admission.

8. Categories of Need

ASIES uses the current UAE/KHDA classification framework when recording formally diagnosed Students of Determination and uses barrier-based categories for students who show evidence-based indicators without a formal diagnosis. Classification is used to guide provision, not to label or limit expectations.

8.1 Formally Diagnosed Categories

Main Category	Examples / Scope
1. Intellectual Disability	Intellectual disability; unspecified intellectual disability; global developmental delay; neurocognitive disorders.
2. Communication Disorders	Language disorders; speech-sound disorder; fluency disorder; social communication disorder; other/unspecified communication needs.
3. Autism Spectrum Disorder	Autism spectrum presentations with differing levels of support need, including presentations with intellectual disability.
4. Attention Deficit Hyperactivity Disorder	Combined, predominantly inattentive, or predominantly hyperactive/impulsive presentation.
5. Psycho-Emotional Disorders	May include depression, bipolar disorder, anxiety disorders, post-traumatic stress, obsessive-compulsive disorder, oppositional/behavioural disorders, selective mutism, eating disorders, Tourette syndrome and other recognised conditions.
6. Specific Learning Difficulties	Including dyslexia, dysgraphia, dyscalculia and other significant difficulties affecting scholastic skills.
7. Visual Impairment	Total blindness, partial sight or low vision, with level of impact recorded.
8. Hearing Impairment	Deafness or hearing impairment, with level of impact recorded.
9. Deaf-Blindness	Combined significant visual and hearing impairment.

Main Category	Examples / Scope
10. Physical Disability	May include cerebral palsy, muscular dystrophy, spina bifida, limb differences, spinal-cord injury, developmental coordination disorder/dyspraxia and other physical/movement conditions.
11. Multiple Disabilities	Two or more co-existing disabilities resulting in complex needs and requiring highly individualised support and specialist input.

8.2 Barrier-Based Categories Where There Is No Formal Diagnosis

Barrier Category	Examples / Scope
Thinking and learning needs	General learning needs across subjects; developmental needs across more than one area; memory/thinking needs following illness or injury. Support level may range from some adjustment to regular or highly personalised support.
Communication and speech needs	Understanding or using language, speech-sound difficulties, fluency, social use of language, or other speech/language needs.
Social communication and interaction needs	Difficulties with reciprocal interaction, communication or flexibility, with level of support based on functional impact.
Attention and focus needs	Difficulties with attention, activity level and/or impulsivity.
Social, emotional and behavioural needs	Low mood, anxiety, trauma-related difficulties, emotional regulation, persistent defiance/refusal, selective mutism, sudden outbursts, eating-related difficulties, tics or other social-emotional barriers.
Specific skill learning difficulties	Difficulties in reading, writing, mathematics/number or other specific academic skills.
Vision needs	Low vision or significant difficulty seeing detail or accessing visual information.
Hearing needs	Difficulty hearing sounds, following speech or accessing spoken information.
Physical and movement needs	Movement, posture, muscle strength, coordination, motor planning, joint/bone conditions, limb differences or mobility difficulties.
Multiple and complex needs	Two or more co-existing barriers resulting in highly individualised support and consistent specialist input.

9. Student Groups Supported by the Inclusion Framework

9.1 Students of Determination / SEND

Students with diagnosed or identified additional needs receive support based on the nature and impact of their barriers, not solely on diagnosis.

9.2 Gifted, Talented and More Able Students

Students who demonstrate or have the potential to demonstrate significantly high levels of performance in intellectual, creative, artistic, leadership, academic, sporting or other domains are identified and supported through appropriate challenge and enrichment.

ASIES uses multiple sources of evidence, including teacher nomination, parent information, internal attainment data and standardised assessment such as CAT4 and GL where available. As an internal operational indicator, CAT4 scores above 120 in a battery may contribute to identification as gifted and scores above 115 may contribute to identification as more able; these thresholds are not used in isolation.

9.3 Emirati Students

Emirati students are monitored to ensure equitable access, progress and attainment. Where data identifies a need, targeted academic, language, mentoring or enrichment support is provided, while maintaining appropriate challenge and high expectations.

9.4 English as an Additional Language (EAL)

ASIES recognises that many students are developing proficiency in English and that language proficiency is not a measure of intellectual ability. EAL needs are identified separately from SEND wherever possible. The English Department leads EAL provision, with collaboration from the Inclusion Team where SEND and EAL needs overlap. Older students may use appropriate language-access tools, including approved electronic translation support where suitable, while continuing to develop independent bilingual proficiency.

10. Admission and Inclusion Planning

The school's Admissions Policy governs the admissions process. Inclusion planning begins at admission and continues throughout a student's time at ASIES.

- Admission is not conditional on a diagnosis.
- A Student of Determination will not be refused solely because of SEND/SOD.
- Parents are expected to share relevant previous reports, IEPs, therapy information and support history so that provision can be planned.
- Where information is incomplete, the school may use internal assessment, observation, previous-school evidence and parent consultation to develop a provisional support plan.
- The Head of Inclusion/SEND/CO participates in admission review where additional needs are known or identified.
- Where an ILSA beyond the school's standard inclusive provision is formally identified as necessary, the support arrangement is documented with parents before commencement under that arrangement.
- Standard intervention, differentiation, curriculum access support and inclusion provision are not separately chargeable.
- Any exceptional year/grade placement follows the school's Student Placement Policy and current KHDA approval process.

11. Identification Process

Identification begins at admission and continues through ongoing monitoring. Evidence may include:

- information transferred from previous schools;
- previous IEPs, learning plans, behaviour plans or transition records;

- reports from developmental paediatricians, psychologists, psychiatrists, therapists or other licensed specialists;
- cognitive, developmental or academic assessments;
- CAT4, GL or other standardised assessment data;
- baseline and termly school assessment data;
- teacher referral, classroom observation and work scrutiny;
- screening tools, checklists and school-based diagnostic assessments;
- attendance, behaviour, wellbeing and pastoral information where relevant;
- speech and language information;
- parent and student information;
- multi-agency discussion where concerns are complex.

Identification must distinguish, as far as reasonably possible, between SEND, EAL, gaps caused by interrupted schooling, attendance, wellbeing, teaching/curriculum access and other contextual factors.

12. Teacher Referral and Assessment Procedure

- Teacher identifies a possible barrier to learning, participation, communication or wellbeing and records the concern.
- Before referral, the teacher applies appropriate high-quality teaching, differentiation, scaffolding and classroom strategies and monitors the student's response for approximately 4–6 weeks, unless the concern is urgent or significant enough to require immediate referral.
- If progress remains insufficient, the teacher completes the school referral form, identifies the main barrier and relevant sub-category, and informs the Section Supervisor/Head of Section.
- The referral is reviewed and forwarded to the SENDCO/Head of Inclusion.
- The Inclusion Team gathers evidence through classroom observation, discussion, informal or internal screening, one-to-one assessment where appropriate, work samples, teacher feedback, parent information and existing external reports.
- The Inclusion Team shares findings with relevant leaders and staff and agrees the appropriate next step.
- Where additional support is required, an individual support plan, IEP, BIP, ALP or other appropriate plan is developed in collaboration with relevant staff, the parent and, where appropriate, the student.
- The agreed support is implemented and reviewed after approximately 4–6 weeks or within the timeframe stated in the plan.
- Where challenges remain significant despite appropriate school-based support, the school discusses with parents whether external specialist assessment may help clarify need or guide provision.
- Where an external assessment is completed, the Inclusion Team and relevant educators review the recommendations and incorporate appropriate recommendations into the student's plan.
- With parent participation, the student may be recorded on the Inclusion Register where criteria are met.

13. External Assessment and Specialist Involvement

ASIES is a mainstream school and does not provide formal clinical or psychological diagnosis. Where specialist diagnosis or clinical assessment is required, parents may be advised to seek assessment from an appropriately licensed external professional.

External assessment is not a condition for the school to begin reasonable support and is not a general condition for admission. Where a KHDA exceptional-placement application relies on external evidence, the school will ensure that reports meet KHDA requirements regarding recognised professionals, validity and recency.

When external specialists are involved, recommendations are considered by the school in the context of the curriculum, student safety, available evidence and the school's professional responsibilities. Relevant recommendations are incorporated into plans where appropriate.

14. Inclusion Register

A student may be placed on the Inclusion Register where evidence shows a sustained or significant barrier requiring provision additional to or different from ordinary classroom differentiation. The decision is discussed with parents and recorded.

Evidence may include a formal diagnosis, a consistent pattern of school-based assessment/observation, significant need for additional support, persistent lack of progress despite appropriate intervention, or an agreed individual plan.

The register records the student's identified need/barrier, support level, plan type, responsible staff and review arrangements. Placement on the register does not lower expectations or predetermine outcomes.

15. Graduated Approach: Assess – Plan – Do – Review

ASIES follows an Assess–Plan–Do–Review cycle. The intensity of provision is matched to need and adjusted in response to evidence.

15.1 Wave 1 – Universal / General Support

- High-quality differentiated teaching and reasonable classroom adjustments.
- Appropriate scaffolding, modelling, visual support, language support, flexible grouping and adapted resources.
- Teacher-led monitoring with Inclusion Team advice where needed.
- Students are normally monitored at least monthly where a concern has been identified.

15.2 Wave 2 – Targeted Support

- Additional, specific and time-limited intervention for students who remain significantly behind expected levels or experience persistent access barriers.
- May include an IEP or targeted support plan where this is beneficial.
- Inclusion staff may observe lessons, coach teachers, provide small-group/push-in/pull-out support and monitor intervention impact.
- Targets and provision are reviewed against evidence.

15.3 Wave 3 – Individualised Support

- Highly individualised or specialist provision beyond that required by most Students of Determination.
- An IEP is normally in place, with detailed targets, methodology, support arrangements and review points.
- May include specialist approaches or external therapy input such as ABA, occupational therapy or speech and language therapy where appropriate and agreed.
- May include full-time or substantial support from an ILSA where this is formally identified as necessary beyond standard provision.
- Any parent-funded ILSA arrangement must be transparent, documented and aligned with applicable KHDA requirements.

16. PAGS and Individual Education Planning

ASIES uses Profile Assessment and Goals Setting (PAGS) for identified neuro-diverse learners where appropriate. PAGS maps strengths and areas for development and supports the setting and review of functional and curricular goals.

- Initial screening/baseline information is gathered across the relevant PAGS domains, including parent input and school-based screening.
- IEP targets may draw on PAGS suggested goals and, where appropriate, established functional/academic frameworks such as ABLLS and AFLS.
- Targets identify what the student is expected to achieve, teaching approaches, resources, responsible adults and how progress will be measured.
- IEPs are reviewed at least three times per academic year and more frequently where the student's needs require.
- Targets are Specific, Measurable, Achievable, Relevant and Time-bound (SMART).
- Student and parent voice are included where practicable.

17. Individual Plans

17.1 Individual Education Plan (IEP)

An IEP is used where a student requires individualised educational targets beyond ordinary classroom planning. It records needs, strengths, measurable targets, provision, strategies, responsibilities, review dates and progress.

17.2 Behaviour Intervention Plan (BIP)

A BIP may be developed where social-emotional or behavioural barriers significantly affect learning, participation or safety. Behaviour support is positive, preventive, restorative and aligned with the Behaviour for Learning and Safeguarding policies.

17.3 Accelerated Learning Plan (ALP)

An ALP may be used for gifted, talented or more-able students. Targets may extend beyond age-related curriculum expectations and should be aligned with the student's interests, strengths and higher-order capabilities. Plans are developed collaboratively with curriculum/subject leaders, parents and, where appropriate, the student, and may incorporate relevant external enrichment.

18. Intervention Models

- Push-in support: Inclusion staff support students within mainstream lessons and work with teachers to implement suitable strategies and adaptations.
- Pull-out support: Where justified by need, students may receive individual or small-group sessions in a designated resource space. Pull-out sessions should be targeted, time-limited and planned to minimise loss of important curriculum access.
- Counselling: Students with social-emotional or behavioural concerns may receive scheduled counselling support in a manner that minimises unnecessary disruption to learning.
- EAL support: Led by the English Department with appropriate collaboration where SEND and EAL needs overlap.
- Specialist intervention: May include external or school-approved therapeutic/specialist input where appropriate and agreed.

19. Curriculum Access, Accommodation and Modification

Provision is individualised and based on assessed need. Possible accommodations and modifications include:

- adapted lesson planning and differentiated tasks;
- modified worksheets and study materials;
- adjusted curriculum sequencing, pacing or level of abstraction where required;
- modified assessment aligned with content actually taught where appropriate;
- additional visual, language, sensory or organisational support;
- assistive technology and approved communication/access tools;
- support from an Inclusion Support Teacher, Learning Support Teacher/Assistant or ILSA where applicable;
- support for participation in school activities and co-curricular programmes;
- planned social-communication, behavioural or sensory support.

Curriculum modification must not be used automatically because a student has SEND. The aim is to preserve ambitious learning and age-appropriate access wherever possible while removing barriers.

20. Assessment and Examination Access Arrangements

Assessment must be accessible and fair. Arrangements are based on student need, school evidence and, where applicable, external examination-board rules. Possible arrangements include:

- separate or reduced-distraction setting;
- additional time;
- larger or accessible fonts and presentation;
- reader or human reader where permitted;
- text-to-speech;
- speech-to-text/scribe arrangements where permitted;
- calculator where permitted;
- clarified or appropriately adapted response formats where allowed;
- support from an authorised adult where permitted;
- other documented access arrangements consistent with the assessment purpose.

Access arrangements must not invalidate the assessment or provide an unfair advantage. External examination arrangements are subject to the relevant awarding-body regulations.

21. Chronic Medical Conditions

Chronic health conditions such as epilepsy, diabetes, asthma, cystic fibrosis, cancer and other significant medical needs are managed through the school's medical, health, wellbeing and safeguarding procedures. The school clinic and Inclusion Team work collaboratively where a condition creates educational access needs or requires adjustments.

22. Gifted, Talented and More Able Provision

- High-quality teaching with appropriate stretch, higher-order questioning and extension.
- Enrichment through subject areas, competitions, projects, leadership, creative arts, sport and other opportunities.
- Flexible grouping and targeted challenge based on evidence rather than fixed labels.
- ALPs where sustained individualised extension is required.

- Periodic review to ensure challenge leads to measurable progress and engagement.

23. Internal Documentation and Record Keeping

Accurate documentation is central to quality assurance, continuity of provision and evidence of impact. Records may include:

- Inclusion register and student profile information.
- Admission screening and internal screening forms.
- Teacher referral forms.
- Parent information and consent records.
- External diagnostic and specialist reports.
- IEPs, ALPs, BIPs and other support plans.
- Intervention timetables and student timetables.
- Baseline, progress and intervention data.
- Behaviour or wellbeing trackers where relevant.
- Parent and multi-agency meeting minutes.
- Inclusion Department meeting minutes.
- Modified resources where these form part of documented provision.
- End-of-year reports and transition summaries.
- ILSA records/database where applicable.
- Staff training and CPD records.

Records are stored securely, shared on a need-to-know basis and handled in accordance with safeguarding and data-protection requirements.

24. Monitoring Outcomes

- IEP and other individual targets are reviewed termly or more frequently where needed.
- Subject teachers, subject leaders and the Inclusion Team collaborate to evaluate progress.
- Interventions are reviewed for measurable impact rather than continued automatically.
- Progress is considered from the student's starting point and in relation to agreed targets, curriculum access and independence.
- Where progress is insufficient, provision, teaching strategy, target, support level or specialist involvement is reviewed.
- Leaders analyse inclusion data to identify patterns, gaps in provision and priorities for staff development.

25. Parent Partnership and Communication

Parents are equal partners in the inclusion process. ASIES recognises that parents know their children well and that effective collaboration strengthens outcomes.

- Parents participate in review meetings and development of learning profiles and individual plans.
- Parents are kept informed of progress, attainment, concerns and significant changes in provision.
- Parents may contribute information about home learning, therapy, behaviour, communication and wellbeing.
- Parents may receive IEPs, BIPs where applicable, modified learning materials, timetables and progress reports relevant to their child.
- Parents are invited to relevant workshops and training opportunities.
- The Inclusion Team maintains an open and professional communication approach through approved school channels.

- Parent requests to adjust a plan are considered against evidence, student need and professional judgement.
- Where external assessment or specialist input is recommended, the reason is explained clearly and parent consent/participation is sought as required.

26. Student Voice

- Students are involved in target-setting and review where developmentally appropriate.
- Students are supported to understand their strengths, needs, strategies and accommodations.
- Students are encouraged to communicate what helps or hinders their learning.
- Students are expected to engage with agreed targets, self-assessment and learning experiences and to develop increasing independence.

27. External Agencies and Liaison

With appropriate consent and safeguarding consideration, the school may liaise with:

- educational and clinical psychologists;
- speech and language therapists;
- occupational therapists;
- medical professionals;
- behaviour specialists;
- counselling/mental health professionals;
- social or community services;
- specialist support centres;
- other relevant education or therapy providers.

Parents are informed when an external agency becomes involved, except where safeguarding requirements require a different approach.

28. Transition

- Transition information is gathered at admission and shared internally with relevant staff.
- Students moving between phases, year groups or schools receive a transition process proportionate to need.
- Relevant IEPs, strategies, risk considerations, access arrangements and successful approaches are communicated securely.
- The SENDCO/Head of Inclusion liaises with the next educational provider where appropriate and permitted.
- Where KHDA approves an exceptional placement, a structured transition plan is implemented and reviewed in accordance with the Admission policy.

29. ILSA Provision

An Individual Learning Support Assistant may be used where a student requires individual support beyond the school's standard inclusive provision.

- The need for an ILSA is based on the student's individual needs and documented provision, not simply on diagnosis.
- The arrangement is discussed with parents and recorded through the applicable ILSA/Individualised Service Agreement.

- Where the ILSA is parent-funded, the school approves the individual's suitability to work on site and applies safeguarding, conduct, supervision and performance requirements.
- The school clearly distinguishes standard inclusive support from additional individual ILSA provision.
- The ILSA works under school direction while on site and collaborates with classroom and Inclusion staff.
- The ILSA supports access, communication, regulation, independence and implementation of agreed targets without replacing the teacher's responsibility for teaching and assessment.

29.1 ILSA Responsibilities

- Comply with all school safeguarding, child-protection, health and safety, confidentiality and conduct requirements.
- Work with the classroom teacher and Inclusion Team to implement agreed goals and strategies.
- Maintain an appropriate, organised and safe learning environment for the assigned student.
- Provide agreed supervision and support while promoting the student's independence.
- Attend scheduled supervisory/review meetings.
- Maintain accurate progress notes, data and records required by the school.
- Communicate professionally with the student, family and school staff through approved channels.
- Alert the classroom teacher/Inclusion Team promptly to concerns affecting learning, wellbeing or safety.
- Support personal-care needs only where this is specifically documented in the student's plan, permitted by school procedures and the ILSA is appropriately trained and authorised.
- Maintain the physical and emotional capacity required to carry out the role safely.

30. Roles and Responsibilities

Role	Key Responsibilities
Principal	Communicates the school's inclusive vision; ensures implementation, resources, staff development, monitoring and accountability; ensures inclusive practice is embedded across the school; works with governance and the Head of Inclusion on improvement planning.
Governing Board / School Management	Sets strategic direction; holds leaders accountable for inclusive outcomes; monitors impact; considers audited staffing, space and resource needs within governance and budget responsibilities.
Head of Inclusion	Leads the Inclusion Department; oversees policy implementation; coordinates identification and provision; manages inclusion staff and interventions; supports CPD; works with the DSL; monitors progress; liaises with parents, leaders and external agencies; contributes to school improvement planning.
SENDCO	Coordinates SEND provision; manages and supports the learning support team; maintains records; monitors and tracks progress; liaises with parents; coordinates transition; supports teaching and intervention planning; keeps the Inclusion Register current.
Inclusion Support Teacher / Specialist Teacher	Supports individual targets; analyses assessment data; delivers and monitors interventions; maintains baseline/progress evidence; keeps records; liaises with teachers and the Head of Inclusion; contributes to CPD and parent communication.

Role	Key Responsibilities
Inclusion Champion	Promotes inclusive attitudes and practice; models effective approaches; gathers and responds to community feedback; shares information with senior leaders; supports sustained improvement.
Mainstream Teachers	Remain responsible for the learning, progress and wellbeing of all students in their classes; know relevant student information and plans; provide high-quality differentiated teaching; implement agreed accommodations and targets; monitor impact; refer concerns appropriately; collaborate with Inclusion staff and parents.
ILSA	Implements agreed individual support under school direction; maintains safeguarding and confidentiality; records progress; collaborates with teachers and Inclusion staff; supports independence and access.
Parents / Legal Guardians	Provide relevant information; participate in planning and review; support agreed home strategies where appropriate; attend meetings; read/respond to school communications; provide feedback and work collaboratively with the school.
Students	Engage with targets and support; communicate what helps them learn; participate in review and self-assessment where appropriate; come prepared to learn and make their best effort.

31. Safeguarding and Confidentiality

All inclusion work is subject to the school's Safeguarding and Child Protection Policy. Concerns about abuse, neglect, exploitation, unsafe care, significant emotional harm or any other safeguarding matter are referred immediately to the DSL/DDSL.

Diagnostic, medical, therapeutic, educational and behavioural information is confidential and shared only with staff or professionals who require it to support the student or meet legal/regulatory duties.

32. Monitoring, Evaluation and Quality Assurance

- Annual review of this policy by the Head of Inclusion, SLT and relevant leaders.
- Termly review of Inclusion Register accuracy and provision.
- Monitoring of IEP/ALP/BIP quality, implementation and impact.
- Learning walks, lesson observations, work scrutiny and student voice to evaluate classroom inclusion.
- Parent feedback and review-meeting evidence.
- Intervention impact analysis and progress tracking.
- Review of access arrangements and assessment fairness.
- Monitoring of SOD/SEND participation in school activities.
- Review of staff CPD needs and implementation.
- Governance/management oversight of inclusive outcomes and strategic priorities.

33. Related Documents

- Admissions Policy
- Student Placement Policy
- Assessment Policy

- Safeguarding and Child Protection Policy
- Behaviour for Learning Policy
- Attendance and Punctuality Policy
- ILSA Parent Agreement / Individualised Service Agreement
- Health and Medical procedures
- Complaints Policy
- Relevant external examination access-arrangement guidance

34. Approval

Approved by	Principal / School Management
Approval Date	August 2026
Effective From	Academic Year 2026–27
Review Date	August 2027 or earlier if required by regulatory change